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ABSTRACT

This final performance report compares the goals and actual accomplishments of a project focused on establishing a basic, cooperative literary collection, with the specific goal of improving availability of and access to literacy materials for literacy providers and students. The project included coalition building, public awareness, basic literacy, collection development, and English as a Second Language (ESL) as areas of focus. The project targeted adult new readers and the ESL population in a community between 50,000 and 100,000. A training manual "Establishing a Cooperative Literacy Collection" was produced out of this effort. The manual describes the process used to identify the need for literacy materials and the process of becoming sensitive to the needs of the adult learner clientele. Three appendices include: (1) "Establishing a Cooperative Literacy Collection" (manual); (2) Literacy Coordinator Job Description (with the resume of the hired Literacy Coordinator attached); and (3) Literacy Provider Contacts. The East Bay Literacy Cooperative is comprised of the public libraries of Barrington, Bristol, E. Providence, and Warren, Rhode Island. (Author/JAK)

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East Bay Literacy Cooperative, Final Performance Report for Library Services and Construction Act (LSCA) Title VI, Library Literacy Program

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FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

(CFDA No. 84.167)

U.S. Department of Education
Office of Educational Research and Improvement
Library Programs

Washington, DC 20208-5571

ED G50-34-P

FINAL PERFORMANCE REPORT

for

LIBRARY SERVICES AND CONSTRUCTION ACT
TITLE VI
LIBRARY LITERACY PROGRAM

GRANT NUMBER R167A20500-92

Part I: General Information

1. Name and address of organization receiving the grant. Complete list of all participating institutions.

East Providence Public Library
41 Grove Avenue
East Providence, RI 02914

Barrington Public Library
281 County Road
Barrington, RI 02806

George Hail Library
530 Main Street
Warren, RI 02885

Rogers Free Library
P.O. Box 538
Bristol, RI 02809

2. Name and telephone number of person preparing this report.

Frances Farrell-Bergeron (401) 737-8089; (401) 434-2719

3. Grant Number.

Grant number R167A20500-92

4. Amount awarded and actual amount expended.

Awarded: $29,100.00 Expended: $28,035.14

Part II: Quantitative Data

Provide the following information about this project by filling in the blanks or putting a checkmark next to the answer that best describes your project. If any of the questions are not relevant to this project, write N/A.

1. What is the size of the community served by this project?

___ under 10,000
___ between 10,000 - 25,000
___ between 25,000 - 50,000
_X_ between 50,000 - 100,000
___ between 100,000-200,000
___ over 200,000

2. What type of project was this? (Check as many as applicable)

___ Recruitment
___ Retention
___ Space Renovation
_X_ Coalition Building
_X_ Public Awareness
___ Training
___ Rural Oriented
_X_ Basic Literacy
___ Other (describe)_____

_X_ Collection Development
___ Tutoring
_X_ Computer Assisted
___ Other Technology
___ Employment Oriented
___ Intergenerational/Family
_X_ English as a Second Language (ESL)

3. Did you target a particular population? (Check as many as applicable)

___ Homeless
___ Hearing Impaired
___ Visually Impaired
___ Learning Disabled
___ Mentally Disabled
___ Workforce/Workplace
___ Inmates of Correctional Institutions
___ Other (describe) ADULT NEW READERS

___ Homebound
___ Seniors/Older Citizens
___ Migrant Workers
___ Indian Tribes
___ Intergenerational/Families
_X_ English as a Second Language

4. If this project involved tutoring, what tutoring method was used?

___ Laubach ___ LVA ___ Michigan Method
___ Orton-Gillingham ___ Other (describe)

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5. If this project involved tutoring, how was it provided? (check as many as applicable)

___one-on-one tutoring ___small group instruction
___classroom instruction

6.(a) If this project involved tutoring, was the learning progress of the adult literacy students quantitatively measured? ___ yes ___ no

(If "yes", identify any tests, questionnaires, or standard methods used and summarize student results.)

6.(b) If this project involved tutoring, were qualitative outcomes of student progress documented? ___ yes ___no

(If "yes", briefly describe how progress was determined and summarize student results. You may attach samples of any documents used to record observations or demonstrate outcomes.)

7. During the course of this project were any of the following items produced? If so, attach a copy to each copy of the report.

___ bibliography
___ curriculum guide
_X_ training manual
___ public relations audiovisual
___ training audiovisual
___ recruitment brochure
___ resource directory
___ evaluation report
___ survey
___ newsletter(s)
___ other (describe)
_____
_____

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8. During the course of this project:

How many adult learners were served? (i.e., individuals who made use of the library's literacy project services in some way)_____
Of those served, how many received direct tutoring service?_____
How many hours of direct tutoring service did they receive? _____
How many new volunteer tutors were trained? _____
How many current volunteer tutors received additional training? _____
How many volunteer tutors (total) were involved? _____
How many non-tutor volunteers were recruited?_____
How many service hours were provided by non-tutors? _____
How many librarians were oriented to literacy methods, materials, and students?_____
How many trainers of tutors were trained? _____

IN ITS FIRST YEAR, OUR PROJECT FOCUSED ON ESTABLISHING A BASIC, COOPERATIVE LITERACY COLLECTION. WE SHOULD BE ABLE TO PROVIDE SOME OF THE ABOVE INFORMATION AT THE END OF OUR SECOND YEAR.

Part III: Narrative Report

Provide a narrative report that includes the following information:

1. A comparison of actual accomplishments to the goals and objectives set forth in the approved application. Describe any major changes or revisions in the program with respect to approved activities, staffing, and budgeting, including unspent funds. Explain why established goals and objectives were not met, if applicable.

2. Provide a comparison between proposed and actual expenditures by budget category, i.e., personnel, travel, materials, etc.

3. Provide, as appropriate, specific details as to the activities undertaken -- e.g., if library materials were acquired, describe the kinds of materials purchased; if a needs assessment was conducted, describe the results of the assessment; if training was provided, describe the training and include the dates and topics; if services were contracted out, describe the contractor's activities.

4. Describe the role the library has played in the accomplishment of the goals and objectives set forth in the approved grant, including whether the library was involved in the project's implementation or as a resource and site only.

5. Provide names of agencies and organizations recruited to volunteer their services for the literacy program or that were involved in the coordination and planning of the literacy program. Describe the nature of their role.

6. Provide the names and locations of libraries and other sites whose facilities were used for this project.

7. Describe the impact of the Federal project on the ongoing program of the grantee.

Note: Narrative reports are not expected to exceed 20 double-spaced typewritten pages.

[Further monies or other benefits may, but not necessarily, be withheld under these programs unless these reports are completed and filed as required by existing law and regulations (20 U.S.C. 351 et seq.; 34 CFR Parts 75 and 77).]

Part III: Narrative Report

1. Comparison of actual accomplishments to the goals and objectives set forth in the approved application.

Our first stated goal was to improve the availability of and access to literacy materials for literacy providers and students in the East Bay area. We accomplished this goal by meeting the two stated objectives, although the actual activities were somewhat different from those described in the application. Our first objective was to establish literacy collections in three of the four libraries, and to enhance the collection already established in the fourth library, by selecting and ordering literacy materials. The literacy collections were established and enhanced. Here is a list of stated activities with explanations of changes:

Hire literacy coordinator

The Steering Committee, composed of the directors or assistant directors of each library, wrote a job description for this position and then interviewed candidates according to the civil service procedures of the City of East Providence, which was named in the application as the administrator of the literacy grant. Frances Farrell-Bergeron was hired October 26, 1992. A copy of her resume and of the job description is attached to this report as Appendix A.

Hire data entry clerk

The data entry clerk was to enter all information about each title in the collection into the computerized database shared by the four EBLC libraries and 31 other public libraries in the state (Cooperating Libraries Automated Network, or CLAN). The Steering Committee decided that rather than hiring and

training a new employee the Cooperative would hire three clerks already working in one of the EBLC libraries (Warren) and already trained in CLAN data entry to share the position.

Order supplies

Supplies for data entry were zebra labels, spine labels and date due slips. Each library contributed its share of these supplies and sent them to the Warren library, which served as the processing site.

Hold collection development conference with agency representatives every six weeks

This was not done. It was felt that literacy agency representatives could contribute to collection development after the establishment of basic collections in each library. Therefore, we informed the agencies about our plans and stayed in communication with them as the project developed, and will bring them into collection development in the project's next year. Instead, the Coordinator consulted with literacy staff at two public libraries in the state and studied their collections and bibliographies. Members of LVA-East Bay, whose headquarters is the Warren Library, did see and approve of many of the materials.

Order literacy materials

The following materials were ordered for the literacy collection:

993 books
8 audiotapes
92 book/audiotape kits
42 videos
6 computer software programs

Process collection including data entry

All materials ordered and received were processed and cataloged and entered into the CLAN database.

Inform students, tutors, agencies and the general public through bibliographies and press releases

Bibliographies were not compiled because it took the whole year to assemble the basic collection; a bibliography by title, author, subject and reading level is planned for the second year of the project. A press release announcing the awarding of the grant to the four libraries and the plan to establish the cooperative collection was issued at the beginning of the project, and a press release announcing that the collection was established and ready for circulation was issued at the project's end. The press releases were more for the general public. Literacy agencies were kept informed about the project through frequent contact with the Coordinator and with members of the Steering Committee.

Our second objective for achieving the first goal was to enter the existing literacy collection at the Warren Library into the database. This objective was accomplished by the three data entry clerks, who followed the procedures established for the rest of the cooperative collection.

Our second stated goal was to share information about the policies and procedures we devised with other libraries which might be interested in establishing and maintaining cooperative literacy collections. The first objective connected to this goal was to establish our own cooperative collection by engaging in

the activities described for the first goal. The second objective was to write and distribute a handbook documenting the the process we followed in establishing our cooperative literacy collection. The activities for this objective described the Coordinator's responsibilities in keeping records of our progress and writing each section of the handbook, the Steering Committee's responsibilities in providing direction and suggesting revisions, and the timetable for the completion of this objective. The handbook was written, printed, and distributed to Rhode Island and nearby Massachusetts libraries by the end of September, 1993. We also published a notice in the January, 1994 issue of New England Libraries, the newsletter of the New England Library Association, offering to send a free copy to interested libraries. To date, six requests have been received. A copy of the handbook, Establishing A Cooperative Literacy Collection, is attached to this report as Appendix B.

2. Comparison of proposed and actual expenditures by category.

	Proposed	Actual
Salary and Wages	$13,750.00	$13,153.05
Library Materials	15,000.00	11,777.08
Printing and Other	350.00	3,105.01

More materials were ordered than were available for shipping; some were back-ordered and others had to be canceled. Shipping charges were included in the Printing and Other category, which accounts for the disparity.

3. Specific details as to the activities undertaken.

This project involved the establishment of a cooperative literacy collection for the four East Bay libraries and the

writing and distribution of a handbook describing the process. The accompanying handbook (Appendix B) gives specific details about all activities undertaken. The answer to Question 1 includes the number of books, audiotapes, kits, videos, and software programs purchased and processed for the basic collections in each library.

4. Libraries' role in accomplishment of project goals.

Administrators, catalogers, and clerks from each library were actively involved in the process of establishing the cooperative collection. A full description of the libraries' role is provided in the accompanying handbook (Appendix B).

5. Names of agencies involved in the project.

East Bay agencies providing adult literacy training and tutoring were contacted long before the project began, at the time the grant proposal was written. Each indicated strong support for the project and most wrote letters of endorsement for the proposal. The Coordinator kept the agencies informed about the progress of the project and solicited their input and backing for the second year's plan to provide in-depth library orientation to tutors and students and to collaborate on presenting a "Celebrate Literacy Day," during which adult new readers will receive recognition of their achievements. Volunteers from LVA-East Bay looked at new arrivals to the collection and made suggestions for additions. A list of East Bay literacy-providing agencies is attached to this report as Appendix C.

6. Names and addresses of libraries whose facilities were used for this project.

Barrington Public Library
281 County Road
Barrington, RI 02806

East Providence Public Library
41 Grove Avenue
East Providence, RI 02914

George Hail Library
530 Main Street
Warren, RI 02885

Rogers Free Library
P.O. Box 538
Bristol, RI 02809

Each library is located in a discretely incorporated city or town in the East Bay area. Each, as a result of this project, has a basic literacy collection for students and tutors. The George Hail Library in Warren served as the processing site; the East Providence Public Library served as administrating library for the project.

7. Description of the impact of the Federal project on the ongoing program of the grantee.

As a result of this Federal project, the four libraries in the East Bay area have basic literacy collections which, seen as a whole, comprise a cooperative literacy collection. The libraries worked together to establish policies and procedures which would govern the selection, acquisition, processing, and circulation of materials in their literacy collections. The libraries cooperated in this way so that citizens from any of the four East Bay cities and towns would have easy access to literacy materials with a minimum of confusing bureaucratic regulations. The result--and ultimate goal-- of this project is that literacy providing agencies, tutors, and adult new readers in the East Bay area have ready access to a solid collection of literacy materials that would otherwise not be available to them.

The East Bay Literacy Cooperative now has an ongoing program of building on the basic collection by establishing a specialty collection in each library, providing introduction to the materials and orientation to the libraries for tutors and students, working closely with literacy agencies on collection development and new reader recognition, and providing health information workshops and reading discussion groups for adult new readers. This ongoing program of service simply would not exist if the Cooperative had not received the initial grant from the Library Literacy Program of the U.S. Department of Education. The impact of this grant on the Cooperative's ongoing program, stated simply, is that without it there would be no ongoing program of library literacy services in the East Bay area.

APPENDIX B

Establishing a Cooperative Literacy Collection

A Manual Produced by the East Bay Literacy Cooperative

Frances-Farrell Bergeron, *Coordinator*

Steering Committee:

Joan Schaefer, *Barrington Public Library*

Eileen Socha, *East Providence Public Library*

Sarah Weed, *George Hail Library, Warren*

Joan Prescott, *Rogers Free Library, Bristol*

September 1993

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Appendix One: Coordinator Job Description

Appendix Two: Directory of Literacy Publishers

INTRODUCTION

The East Bay Literacy Cooperative is comprised of the public libraries of Barrington, Bristol, East Providence, and Warren, Rhode Island. It was formed to establish a basic cooperative collection of literacy materials and to build good working relationships with literacy providers in the area in the hope that the collection will be considered an important resource by tutors and new readers.

In this handbook we describe the process we used to identify the need for literacy materials in our communities and to become sensitive to the needs of the adult learner clientele, to set consistent policies so that tutors and learners would find the collection easy to use, and to devise cataloging and other processing procedures.

The handbook is a guide for small and medium-sized libraries and will be most useful for libraries with shared databases. Our four libraries are members of the Dynix-based CLAN (Cooperating Libraries Automated Network), which enables us to share information about holdings and status of materials, to track circulation trends, and to set consistent policies.

The East Bay Literacy Cooperative was funded for 1992/93 by a $ 29,100 grant from the U.S. Department of Education under the Title VI Library Literacy Program of the Library Services and Construction Act.

We hope that other libraries will find the material in this guide useful and informative.

CHAPTER ONE

NEEDS ASSESSMENT

Most libraries try to provide a variety of materials on a wide range of subjects, including adult literacy. Even libraries which don't necessarily "specialize" in literacy materials offer both circulating and reference copies of the various GED series.

In determining whether a basic literacy collection is needed and would be used by its community, a library cannot rely exclusively on traditional approaches to needs assessment. People with low literacy levels lack the basic skills they need to reach out for help, or to participate in surveys. Yet numerous studies have shown that many, whether they failed to learn in school or are speakers of languages other than English, are remarkably resourceful in hiding and coping with this difficulty. When they acknowledge it and do seek help, many are fiercely determined learners who consume the information they need at a rapid rate. How can a library find out if it has significant numbers of new or potential adult learners in its service area, and should therefore establish a collection to serve them? Here are some factors you should consider:

1. *Conduct a formal needs assessment which includes a user survey.* It is helpful to insert a question asking if the respondent is related to or knows someone who cannot read or who needs remedial tutoring. Ask if the respondent is related to or knows someone who cannot speak, read or write English. Finally, ask whether the respondent would volunteer to be a tutor if the library, either by itself or in partnership with local social service groups, offered literacy training. This survey approach will not directly reach those in need of the service, but it will give you a general idea about whether your patrons feel it is needed. You'll also have an indication of how supportive your community would be if your library offered literacy training or if you established a core collection for learners and tutors.

2. *Check with your local school department or the state Department of Education for the high school dropout rate in your community.*

3. *Check the most recent U.S. Census figures for the following information about your community:*
   * average number of years of school completed
   * number of households in which a language other than English is spoken in the home
   * median income
   * employment rates and types of occupations which predominate

4. *Find out if there is a local affiliate of Literacy Volunteers of America (LVA) in your area.* Talk with social service agency personnel and local community groups to find out if they offer literacy training. Contact the providers of adult education at your local school department and ask if they offer classes in basic reading, English as a Second Language (ESL), or GED preparation. If LVA is already a presence in your community, then you can be relatively certain that a need exists and that LVA personnel and volunteers would welcome the library's provision of materials and resources. If there is no LVA affiliate, contact adult education professionals and social service providers. They will know--even if they don't provide it themselves--whether there is a need for literacy training. Establish ongoing communication with those who have expertise in the field, and draw on their knowledge of the needs of their clientele.

5. *Finally, if you determine that the need in your own community is small enough not to warrant a full-scale involvement in literacy training, your library patrons as a group may be a rich source of tutors.* Is your library geographically close to one or more libraries whose communities have social needs indicators dramatically different from yours? If your library has potential tutors, and neighbor libraries have adult new learners, then your cooperation on a literacy project could have a powerful effect on the problem in your area.

In determining the need for literacy resources in our four East Bay communities, most of the above factors came into play. LVA-East Bay already existed and was sponsored by the George Hail Library in Warren, which had developed a small literacy collection to help serve its tutors and new readers. We gathered demographic statistics which proved what we had already perceived: that in Bristol, East Providence and Warren nearly half of the adult populations have not completed high school; significant percentages in Warren and Bristol have not completed the eighth grade; and there are large numbers of non-English speaking Portuguese immigrants in the three communities, and non-English speaking Hispanics in East Providence. The libraries sought the advice and input of adult education providers at Bristol County Adult Education, East Providence Adult Education, and the East Providence Community Center. In addition, we talked with administrators at local Head Start programs.

The three communities--Bristol, East Providence and Warren--have such similarities in the makeup and needs of the populations they serve that working cooperatively to address those needs was a logical next step. Barrington, which geographically separates East Providence from Bristol and Warren, has very different

demographic statistics in educational attainment, employment, and income. It is the prototypical suburban bedroom community with large numbers of professionals and a more homogeneous population. Yet Barrington's participation in the Cooperative ensures that a core collection will be there for new readers in that community and that its collection can be drawn upon by the other three libraries when necessary. Most important, Barrington is a rich potential source of tutors.

CHAPTER TWO

ESTABLISHING GOVERNANCE

The cooperative should establish a Steering Committee made up of one administrator from each member library who will have the authority to commit library resources and to speak for the library in matters of policy and procedure. Their involvement is a sign of strong commitment to the project, and gives the Steering Committee a validity it might not have if decisions had to be deferred until higher authorization could be obtained. In addition, one library should be named as the "library of record" for project accountability and the efficient administration of funds.

In our case, three directors and an assistant director make up the Steering Committee and the largest library, East Providence, serves as financial administrator.

Administrative support and commitment is essential. Each library director must be convinced of both the need for the collection and the efficacy of a cooperative venture in order for it to succeed. Administrative support becomes even more crucial when the group begins to tackle the wide range of policy and procedural issues requiring not only general agreement but specific implementation in each library.

CHAPTER THREE

SETTING POLICY

Before committing any funds, it is essential that the Steering Committee take the time to plan adequately for the public's use of the collection and to provide for the collection's future growth and development. The period between the decision to provide a cooperative collection and the appearance of the materials on the shelves is a time for thoughtful planning, anticipation and resolution of potential problems, and sharing insights and information. It requires of the Committee a willingness to discuss a number of issues and to spend time hammering out details.

Here are some of the areas that the Committee should examine and make decisions about:

PERSONNEL

Coordinator

One person should have overall responsibility for the cooperative. This person should see to it that the cooperative runs efficiently and smoothly and that it meets its goals. The decision must be made whether to hire a person to perform this function or to assign a staff member from one library to it. Consider the advantages and disadvantages of each option. There is no right or wrong way to decide; there is only the best decision for your particular group, based on what is most comfortable for you and, of course, on your budgetary constraints.

Hiring a librarian who is not already a staff member will ensure that one person's sole responsibility is to oversee the literacy project and to take care of the details. This person will not be distracted by other duties and can make the literacy collection a priority. Choosing this option will be a strong indication of the importance you attach to the project. On the other hand, if you have a certain amount of money earmarked for the project, whether from a grant or a contribution from each library, adding personnel will mean a reduction in the amount you can spend on purchasing materials.

Assigning the task to a librarian who is already a staff member of one of the libraries will mean that there will be more money available for materials and other aspects of the project, including publicity and marketing. But that is not the only advantage, and it may not even be the most compelling. The staff member will be familiar with the libraries, will have an

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understanding of their missions and goals, will know the automated system they use, and will already be familiar with at least one library's procedures. The disadvantage, of course, is that most libraries already have too few staff members who have had to take on increasing responsibility, and the project might not get the attention it deserves.

We opted to hire a part-time Coordinator. When we wrote a job description for the position (see APPENDIX ONE), it was obvious that no current staff member in any of our libraries would have the time to perform all the duties we listed. Other cooperative groups might come to a different conclusion. We are hopeful that when the system for ordering and processing the literacy collection has been well- established and is operating smoothly, we will be able to divide the duties of the Coordinator among the staffs of our four libraries.

Other Staff

The Coordinator's tasks will encompass most of the areas that are usually thought of as professional responsibilities: selection and ordering of materials, recommending policy, creating bibliographies, establishing contact with literacy providers and other social service agencies. There are other duties which must be performed, particularly in the area of processing the collection. Creating or adding records in the database, attaching spine and bar code labels to materials, making each title shelf-ready: these are tasks which require support staff and some professional input from a cataloger.

Your assessment of the existing demands on staff time will help you determine whether the work described above can be absorbed by one member library or whether the group should hire a clerk to process the literacy collection. Another consideration that will have an effect on this decision is your agreement about which member library will be the processing site. We strongly recommend that one person be designated to perform the clerical tasks, as this arrangement minimizes the chances for error in identifying records and attaching holdings in the database. We also advise cooperative groups to choose a processing site that can provide adequate work space for both the Coordinator and the clerk, access to a terminal, and the opportunity to consult with a professional cataloger.

BUDGET

Whether the funding for the project comes from a grant or from member contributions, the budget planning process is

essentially the same. To determine how much money will be needed for the enterprise in one year, the group must define the scope and limitations of the collection, its audience, and the extent to which members will actively engage in ancillary literacy services and activities. Of course, the other components of any budget should be discussed: personnel, promotion and publicity, supplies, etc. We decided that we wanted to create basic literacy collections in each library, that we wanted the collections to be useful to both tutors and students, and that we would view the Cooperative's role as supporting partner to agencies rather than as a direct provider of literacy training.

COLLECTION LOCATION

The basic decision about location in each library is whether the material should be treated as a discrete collection or whether it should be interfiled with the general collection under the appropriate subject headings. A case <u>can</u> be made for interfiling: most librarians have a strong aversion to "labeling" and a concern that the target audience might be embarrassed to use a separate collection identified so clearly for new readers. We strongly favor the option of establishing a separate literacy collection with its own designated space in the library. Having a separate collection makes it easier for students who are unfamiliar with library layouts and procedures and for tutors to find specific materials or just to browse; it provides flexibility for expansion; and it allows the library better control for collection development and weeding.

This is a decision which must be agreed to by each member library in order for the collection to be truly cooperative. The ultimate goal--ease and consistency of access for the public--would be undermined if each library could make a separate decision about location.

Because they will be grouped together on the shelf, materials need to be identified both physically and in the computer. Therefore the group should create a common call number prefix which can be attached to the spine label and entered in the database under both location field and call number. Perhaps an acronym or the initials of the collection name--in our case the prefix was easily chosen: EBL for East Bay Literacy.

CIRCULATION

The many decisions of policy in this area, like the one about location, require uniform acceptance by each member library. It is essential to be consistent in these areas which so directly affect the public's use and attitude. The setting of

circulation policies shows clearly the advantage of membership in an automated network: every decision about the literacy collection can be entered in its own field so that when the computer checks material in or out of any member library it automatically defaults to the agreed-upon policy. It also facilitates inter-library loan by showing the status of any given title at any library in the network. Keeping in mind that access, availability, ease of use and consistency are the highest priorities, the group should decide what limits to set in the following areas:

Loan Period

The instructional nature of most literacy materials and the need to provide flexibility for tutoring and learning techniques prompted us to set a loan period of 90 days for books and 14 days for audio/visual materials.

Renewals and Holds

We felt that the loan period made renewals unnecessary, so we set this field at zero. We all agreed that we would hold reserved materials for a maximum of five days.

Overdue Fines and Other Charges

Considering that we wanted use of the collection to be as stress-free as possible for new readers and that they are already dealing with enough obstacles, we decided not to charge overdue fines. We do want to recover something for lost or stolen material, however, so we set an average replacement cost of $ 5.00 for books and $ 20.00 for audio/visual materials.

Overdue Notices

This is another area where we gave greater latitude than we do for other library materials. We had the computer generate the first overdue notice after 14 days, and a second and final notice after another 14 days.

CATALOGING

Defining general policy and interpreting it for individual cases requires constant communication among the Coordinator, the clerk, and Technical Services staff. The catalogers should be active participants with the Steering Committee in establishing policy--for example, agreeing on call numbers and subject headings. Many of the literacy titles will already exist in the database, but they will have slight--or in some cases, wide--

differences in subject headings and numbers. In order to reduce confusion for the clerk who will be entering or attaching records in the database, it is essential to have the input of member libraries' professional catalogers. In our case, the Technical Service heads from the Barrington and East Providence libraries contributed invaluable ongoing advice and provided a list of subject headings and corresponding numbers which the Coordinator used as guidelines.

The major policy decision on cataloging is an agreement to use uniform subject headings and, if possible, classification numbers. Cooperatives comprised of some libraries that use Dewey and some that use LC would obviously have to compromise on the latter point. For many libraries, one of the greatest advantages of an automated system is that it allows each member to attach its copy of a title to the full MARC record, and then to adjust the rest of the entry for its unique collection by altering information in various fields such as alternate author names, subject headings and tracings, and classification number. A further advantage, though, is that libraries developing cooperative collections can do the opposite: instead of individualizing title entries, they can agree to enter the same information in certain fields for all additions to the collection. This has the effect of creating a "collection without walls--" a de facto cooperative collection.

CHAPTER FOUR

PROCEDURES

Having agreed on the policies which affect governance, personnel, circulation, and cataloging, you should now focus on the specific sequence of steps which must be followed from identifying and ordering materials to placing them on the shelves. The Steering Committee can be actively involved in this process or can take a supervisory role, depending on whether a Coordinator was hired or staff at member libraries are absorbing the Coordinator functions. The East Bay Literacy Cooperative Coordinator was charged with devising a plan for procedure and presenting it for approval to the Steering Committee.

In any event, the personnel who will be performing the specific duties should meet and create a plan which ensures an orderly flow of materials through the processing routine. Here is a list of processing steps and a brief description of how we chose to accomplish them:

Identify Materials

The Coordinator examined the already well-developed literacy collections of Coventry Public Library and Providence Public Library, met with staff members who work with those collections, and studied their bibliographies. Staff at both libraries were helpful and eager to share information about the development and use of their collections. They lent copies of literacy catalogs which the Coordinator used to compile a list of names, addresses, and telephone numbers of literacy publishers (see APPENDIX TWO). Then the Coordinator called all the publishers and requested copies of their latest catalogs.

Other ways we identified materials were perusing library literature, attending literacy conferences, and enlisting suggestions for subjects and titles from literacy providers and students.

Order Materials

The Coordinator marked titles to be ordered from each catalog, then searched the database to see if they were already owned by any member library. This was necessary not only because the Warren Library had a small but well developed literacy collection, but also because any of the other libraries might also own individual titles. Then the Coordinator filled out the order forms and sent them to the publishers with copies of the East Providence Library's certificate of tax-exempt status and

its tax identification number. The Coordinator also kept a file of index cards for each publisher, listing the material ordered by title, author, format, price, number of copies, and libraries that would get each title.

Our total materials budget was $ 15,000. We earmarked $ 7,500 for books, and $ 2,500 each for kits, videos, and software. The Coordinator used these figures as a guideline in ordering.

Process Materials

Here is a description of the system we found to be most efficient:

Step One

The Coordinator opens the boxes of materials, and indicates on the slip for each title which library it will go to, the material format, the recommended call number, and the price. (A copy of the slip we designed can be found at the end of this chapter.) She leaves all material together in bins marked "To Be Searched."

Step Two

The clerk takes this material and searches the database for a MARC record which matches each title in all these fields: title, author, edition, publisher, date, format, pages or physical description, subject heading, and series tracing. It's important to emphasize that there must be a match in all these fields because some titles have multiple records, and this is the best way of ensuring that the material will be attached to the correct one. If the clerk finds an exact match, she notes the record number, writes it on the slip, and separates the material into bins marked for each library. If she does not find a match, she puts the material aside in a "Not Found" bin.

Step Three A

The clerk enters the material for a particular library. She assigns the terminal and then searches for the record number on the slip. When the correct record appears she attaches the holding, enters the call number and any other relevant data, affixes the bar code label (each library must send a roll to the processing site), and returns the material to the library's bin. The material is now ready for delivery to the owning library, where technical services staff will attach spine labels and complete the process of making the material shelf-ready.

Step Three B

A cataloger goes through the "Not Found" bin and requests full MARC records from CLAN's central processing site. The cataloger places these materials in a bin marked "Pending."

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Step Four

The clerk periodically checks the "Pending" bin to see which titles have had MARC records created. She removes those titles from the bin and proceeds to Step Three A.

EAST BAY LITERACY COOPERATIVE

BARRINGTON_____

BRISTOL_____

EAST
PROVIDENCE_____

WARREN_____

Call Number:

___book: EBL/_____

__audio: EBL/CAS/_____

__video: EBL/VID/_____

__kit: EBL/KIT/_____

__software: EBL/DISK/_____

price $_____

___Correct Match

title ___ author ___

edition ___ publisher ___

date ___ format ___

no. of pages or
physical description _____

subject headings ____

series tracings ____

RECORD NUMBER _____

___Not Found

Notes:

Processing Slip

CHAPTER FIVE

PROMOTION AND USE OF THE COLLECTION

With the bulk of the materials on the shelves, it is time to notify local literacy providers that the materials are ready for use. There are two things you want to accomplish for literacy tutors and students: provide a relaxed, non-threatening atmosphere which allows them to be comfortable in the library environment; and help them to become familiar with the location, formats, and content of the materials. Here are some ways to achieve these two things:

Library Staff Training

This is perhaps the most crucial issue. The staff must have an understanding of the importance of the literacy collection and should have a sense of pride in the library's provision of literacy services. They should also be sensitive and alert to the needs of the literacy clientele. Representatives from local literacy agencies will be glad to conduct a workshop in which they can describe students' likely difficulties in using the library and suggest ways that library staff can help put them at ease.

In order to provide the best possible service, the staff must know as much as possible about the literacy collection: where it is located in the library, the fact that many titles come in kits which use more than one format, and all of the policies and procedures governing circulation of the materials.

In addition, administration can encourage staff to participate in devising helpful procedures: they will probably have good suggestions about issuing cards to new readers, for example, or for simplifying the application form.

Tours

The library can conduct formal tours for tutors, covering both a general introduction to the library and a specific review of library activities such as asking for information at the desk, using the computerized catalog or card catalog, applying for a library card, checking materials out and returning them. The point is that some tutors may not already be familiar with these procedures, and we want them to be comfortable and knowledgeable when they bring their students to the library.

Library staff can also provide on-the-spot tours for tutor/student pairs, showing them where the collection is located and helping them through the card application and circulation procedures.

Outreach

To give the tutors a chance to work with and explore materials in the collection, you might create a small traveling box of representative materials and take it to tutor training sessions at the agencies. Ask the agency personnel for a few minutes of tutor-training time to show the materials, to talk about the collection and the library, and to distribute bibliographies and flyers with library hours and other basic information.

Bibliographies

Create bibliographies of the collection which focus on certain types of material. One bibliography might feature fictional works, another career-oriented and GED materials, a third might divide a list of representative titles into specific reading levels.

CHAPTER SIX

COLLECTION DEVELOPMENT

At some point during the first year the Steering Committee should take some time to think about and discuss plans for developing the collection and enhancing the cooperative's literacy services. After the first year, you will have basic collections in place at each member library. Will you continue to add titles evenly to each collection, or would the cooperative's ability to serve its literacy clientele be strengthened if each member specialized in some way? How will you improve the partnership between the cooperative and literacy agencies?

We gave some thought to these questions and decided that the East Bay Literacy Cooperative will establish specialty collections: at Barrington, a professional collection for agency administrators and tutors; at Bristol, a collection which concentrates on high school equivalency, job training and career information, as well as materials in computerized format; at Warren, a family literacy collection focusing on parent participation in reading and storytelling; and at East Providence, a collection of materials designed to help adults learn English as a second language. While each library will have some of the above-mentioned materials as part of its basic collection, each will also specialize in one of them and collect it in greater depth than the others. All such materials will be available to tutors and new readers using the four Cooperative libraries and at other Rhode Island libraries through the computerized network.

We will also invite agency representatives to meet with us periodically to alert us to subject gaps in the collection and participate in planning activities.

To publicize the collection and to recognize new readers' accomplishments, the East Bay Literacy Cooperative and the literacy agencies will collaborate on producing a Celebrate Literacy Day which will feature reading aloud, new reader certificates, and storytelling.

CONCLUSION

Planning, communication, training, organization and enthusiasm are the essential factors in establishing a cooperative literacy collection. We wish success to other libraries in building cooperative collections, and would be happy to give whatever help we can to those just getting started.

APPENDIX ONE

LIBRARY LITERACY COORDINATOR

CLASS TITLE: Library Literacy Coordinator

CLASS DEFINITION: Under the direction of the Library Administration assumes responsibility for planning, implementing, and coordinating an East Bay Literacy Cooperative and directing and supervising the establishment of a Literacy Collection for the East Providence, Barrington, Warren and Bristol libraries.

ILLUSTRATIVE EXAMPLES OF WORK: Develop a manual describing the procedures that will be used to establish an East Bay Literacy Cooperative. Prepares a bibliography for the Literacy Collection. Prepares press releases concerning the East Bay Literacy Cooperative. Coordinates the visiting schedules of the local literacy collection with the four library systems. Develops a network with other non-library literacy providers (i.e. literacy volunteers, East Providence Community Center, and adult basic education programs). Plans, develops and coordinates an advocacy program for literacy collection users. Supervises the visiting local literacy collection while stationed at the various libraries. Prepares grant reports and maintains statistics and financial information required by the grantee and the four participating libraries. Develops a manual of policies and procedures for the East Bay Literacy Cooperative. Maintains active communication with the Librarians from the four libraries (East Providence, Barrington, Warren and Bristol). Takes responsibility for planning, organizing, developing and maintaining the literacy collection. Coordinates a material selection committee for the literacy cooperative. Prepares bibliographies and provides other research assistance to the system librarians and other local literacy providers. Introduce librarians to the literacy collections. Recommends the purchase of materials to build a collection in all formats (i.e. reading, audio, visual).

DESIRABLE ABILITIES, KNOWLEDGE AND SKILLS: Ability and interest in working and communicating with librarians and local literacy providers. Knowledge of and interest in literacy materials. Ability to plan and implement a literacy program. Familiarity with professional literacy literature as it relates to literacy providers. Ability to instruct and train library staff. Ability to cooperate as a team member with literacy providers, professional librarians, and staff in the development of the literacy collection and in the development and implementation of policies and procedures for the cooperative. Ability to maintain effective working relations with the professional library staff and local literacy providers. Ability to initiate and coordinate activities of the East Bay Literacy Cooperative. Ability to work effectively with computerized library systems. Grant writing ability, public relations and written communications skill. A demonstrated ability to act on behalf of literacy providers and to promote the dignity of those in need of literacy services. Knowledge of community literacy resources. Knowledge of funding sources for literacy programs. Knowledge of grant report and record keeping requirements. Ability to assist individuals, local literacy provides and professional librarians in utilizing the services of the literacy cooperative.

LIBRARY LITERACY COORDINATOR

MINIMUM QUALIFICATIONS REQUIRED FOR APPOINTMENT: Bachelors degree in Library Science, Communications, Business Administration or related field. Some experience utilizing communication skills, oral and written. Some experience initiating and coordinating Library or Human Service projects. Some familiarity with library procedures, literacy programs and literature. Computer literacy with library computer systems essential. Or, any equivalent combination experience and training which provides the desired abilities, knowledge, and skills. Masters degree in Library Science desired.

AUGUST 1992

APPENDIX TWO

LITERACY PUBLISHERS

ABC-Clio, Inc.
P.O. Box 1911
Santa Barbara, CA 93116
800-422-2546

ALTA Resource Center
(ALTA Book Center)
14 Adrian Court
Burlingame, CA 94010
800-ALTA ELS
(800- 258-2375)

AMS Press
56 E. 13th St.
New York, NY 10003
212-777-4700

Ablex Pub. Corp.
355 Chestnut St.
Norwood, NJ 07648
201-767-8450

American Library Association
50 E. Huron St.
Chicago, IL 60611
800-545-2433

Basil Blackwell
(Blackwell Pubs.)
238 Main Street
Cambridge, MA 02142
800-445-6638
800-488-2665
617-225-0430

Books on Demand
(Div. of University
Microfilms International)
300 N. Zeeb Road
Ann Arbor, MI 48106
800-521-0600

Cambridge Book Company
(Prentice-Hall)
Sylvan Road
Rte. 9 W
Englewood Cliffs, NJ 07632
800-221-4764
800-526-0485

Cambridge University Press
40 W. 20th St.
New York, NY 10011
800-221-4512

Center for International
Education
University of Massachussetts
285 Hills Street
Amherst, MA 01003
413-545-0465

Center on Education and
Training for Employment
Ohio State University
1900 Kenny Road
Columbus, OH 43210
800-848-4815

Charles C. Thomas Pubs.
2600 S. First St.
Springfield, IL 62794
800-258-8980

Claremont Graduate School
Center for Developmental
Studies in Education
Harper Hall 200
Claremont, CA 91711
714-621-8075

Continuum Publishing Company
370 Lexington Ave.
New York, NY 10017
212-532-3650

Curriculum Associates, Inc.
5 Esquire Road
N. Billerica, MA 01862
800-225-0248

Diversity Press
Box 25
Idabel, OK 74745
800-642-0779

Dominie Press, Inc.
11568 Sorrento Valley Rd.
Suite 12
San Diego, CA 92121
800-232-4570

ESL Publishing Group
(Addison-Wesley Longman)
10 Bank St.
White Plains, NY 10606
800-447-2226
(see also: Longman Pub.)

ESL Resource Catalog
Delta Systems Co., Inc.
P.O. Box 987
Dundee, IL 60118
800-323-8270

Enoch Pratt Free Library
400 Cathedral St.
Baltimore, MD 21201
410-396-5494
410-396-5430

Free Press
(Macmillan Pub. Co., Inc.)
866 Third Ave.
New York, NY 10022
800-257-5755

Garland Pub., Inc.
717 Fifth Ave.
Suite 2500
New York, NY 10022
800-627-6273

Greenwood Pub. Group, Inc.
88 Post Road W.
Box 5007
Westport, CT 06881
800-225-5800

Hartley Catalog of Educational Software
Hartley Courseware
133 Bridge Street
Dimondale, MI 48821
800-247-1380

Heinle & Heinle
20 Park Plaza
Boston, MA 02116
800-354-9706
606-525-2230

KET Instructional Video Catalog
(Kentucky Network)
Enterprise Division
560 Cooper Drive
Lexington, KY 40502
800-354-9067

LVA Materials & Services Catalog
5795 Widewaters Parkway
Syracuse, NY 13214
315-445-8000

Lakeshore Learning Materials
(Lifeskills)
2695 E. Dominguez St.
P.O. Box 6261
Carson, CA 90749
800-421-5354

Lifelong Learning Books
(Scott Foresman)
1900 East Lake Ave.
Glenview, IL 60025
800-628-4480

Linmore Publishing
(Starting to Read)
Box 1545
Palatine, IL 60078
800-336-3656

Longman Pub. Group
95 Church Street
White Plains, NY 10601
800-447-2226
914-993-5000
(see also: ELS Pub.)

National Textbook Co.
4255 W. Touhy Ave.
Lincolnwood, IL 60646
800-323-4900
708-679-5500

New Readers Press
(Laubach Literacy
International)
Department 55
P.O. Box 888
Syracuse, NY 13210
800-448-8878

Oxford University Press
ESL Department
200 Madison Ave.
New York, NY 10016
800-542-2442
800-445-9714

Pro Lingua Associates
15 Elm Street
Brattleboro, VT 05301
800-366-4775
800-257-7779

Regents/Prentice Hall
Order Dept.
200 Old Tappan Road
Old Tappan, NJ 07675
800-223-1360
800-526-0485

Steck-Vaughn Co.
(Pre GED, Strategies for
Success, Hi-Low)
P.O. Box 26015
Austin, TX 78755
800-531-5015

APPENDIX A

E M P L O Y M E N T O P P O R T U N I T Y

COORDINATOR

(LITERACY COOPERATIVE)

Under the direction of the Library Administration assumes responsibility for planning, implementing, and coordinating an East Bay Literacy Cooperative and directing and supervising the establishment of a Literacy Collection for the East Providence, Barrington, Warren and Bristol libraries.

This position is funded for one year through a grant from the U.S. Department of Education. The position pays $15.00 dollars per hour for 15 hours per week with no fringe benefits.

MINIMUM QUALIFICATIONS:

Bachelors degree in Library Science, Communications, Business Administration or related field. Some experience utilizing communication skills, oral and written. Some experience initiating and coordinating Library or Human Service projects. Some familiarity with library procedures, literacy programs and literature. Computer literacy with library computer systems essential. Or, any equivalent combination experience and training which provides the desired abilities, knowledge, and skills. Masters degree in Library Science desired.

Each applicant's qualifications, including education and experience, will be reviewed and evaluated.

Qualified applicants will take the oral examination.

The top candidates will be interviewed and undergo a reference check.

The finalist will have to pass a medical examination including a Drug Screen and Back exam and Workers' Compensation check.

Applications, job specifications and other pertinent information concerning the screening process may be obtained from the Personnel Department, City Hall, 145 Taunton Avenue, East Providence, R.I. 02914, (401) 434-3311, ext. 284, and completed applications must be received by the Personnel Department no later than 4:00 P.M., Friday, September 11, 1992.

The City of East Providence does not discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services.

AA/EEO EMPLOYER

LIBRARY LITERACY COORDINATOR

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LIBRARY LITERACY COORDINATOR

MINIMUM QUALIFICATIONS REQUIRED FOR APPOINTMENT: Bachelors degree in Library Science, Communications, Business Administration or related field. Some experience utilizing communication skills, oral and written. Some experience initiating and coordinating Library or Human Service projects. Some familiarity with library procedures, literacy programs and literature. Computer literacy with library computer systems essential. Or, any equivalent combination experience and training which provides the desired abilities, knowledge, and skills. Masters degree in Library Science desired.

AUGUST 1992

APPENDIX A

RESUMÉ

Frances Farrell-Bergeron
284 Chatham Circle
Warwick, Rhode Island 02886
(401) 737-8089

EXPERIENCE

East Bay Literacy Cooperative — October 1992 - present
41 Grove Avenue
East Providence, RI 02914 — Coordinator

The libraries of Barrington, Bristol, East Providence, and Warren comprise the Cooperative. Responsibilities: establish policies and procedures; identify and order literacy materials; write handbook; promote and publicize cooperative; create bibliographies; communicate with area literacy providers.

Rhode Island Historical Society — 1991 - March, 1993
110 Benevolent Street
Providence, RI 02903 — "What A Difference a Bay Makes" Project Scholar; Project Bibliographer

This was a humanities project that focused on Narragansett Bay as workplace and playground. As scholar, wrote essay and researched sources for program about music on the Bay. As bibliographer, researched and gathered sources about the Bay and prepared them for publication in project's anthology volume.

John Carter Brown Library — 1990 - 1992
Box 1894
Providence, RI 02912 — Coordinator of statewide humanities project, "Christopher Columbus: From Genoa to the New World"

This was an exhibit/lecture series which traveled to fifteen public libraries and other public venues over a two-year period. Wrote grant proposal, developed budget, devised schedule, planned and conducted orientation sessions for participating librarians and scholars. Wrote quarterly and annual reports, developed publicity, communicated constantly with project participants; in general, kept the project organized and flowing smoothly.

Frances Farrell-Bergeron
(401) 737-8089

East Providence Public Library
41 Grove Avenue
East Providence, RI 02914

1987 - 1989
Assistant Director

With Library Director, planned and administered library's goals and objectives; interviewed, hired, evaluated, supervised and scheduled staff; developed budgets; revised collection development policies; revised and rewrote materials selection policy; planned and implemented new services; developed publicity; wrote and administered grant proposals and projects.

Providence Public Library
225 Washington Street
Providence, RI 02903

1984 - 1987
Head, Reference/Reader's Advisor Department

Planned, implemented and administered reference and reader's advisory services within the library's goals and objectives; interviewed, hired, evaluated, supervised and scheduled staff of 12.5 professional librarians; selected reference materials and evaluated reference collection development; wrote and administered grant proposals and projects.

Providence Public Library

1980 - 1984
Coordinator, Principal Public Library

Planned and implemented program of service for state funds ($500,000+) received by library for serving as statewide reference resource; provided information and training for librarians around the state; wrote and administered grant proposals and projects.

Providence Public Library

1979 - 1980
Head, Shared Resources Department

Administered library's inter-library loan services; interviewed, hired, evaluated, supervised and scheduled staff.

Providence Public Library

1972 - 1979
Librarian, Reference/Reader's Advisor Department

Provided reference and reader's advisory service to patrons; indexed daily newspaper; worked with department's collections including local (R.I.) history, Government Documents, and Foundation and grant-writing materials; selected materials for library's circulating collection in the areas of literature and women's studies.

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Frances Farrell-Bergeron
(401) 737-8089

Sacred Heart School, East Providence — 1970 - 1972
Bishop Feehan High School, Attleboro, Mass. — Teacher
St. Xavier Academy, Providence

Taught all subjects to 7th and 8th grade students; taught English to high school students; moderated Glee Club at St. Xavier's Academy.

EDUCATION

University of Rhode Island
Kingston, RI 02879
1977
Master of Library Science

Salve Regina College
Newport, RI 02840
1970
BA, English and Music

OTHER EXPERIENCE OF NOTE

Researched and wrote the grant proposal for Project LARK (Learning and Reading Kits) for Providence Public Library: April, 1993.

Wrote study and analysis of Rhode Island Interrelated Library Network for Northern Region Advisory Council: 1990.

Have presented programs and been a guest speaker on library administration and management, library promotion and publicity, and public library issues at conferences of the Rhode Island, New Hampshire, and New England Library Associations and the Central Massachusetts Regional Library System.

Past President of the Rhode Island Library Association.

Current Chair of RILA Public Relations Committee.

REFERENCES

Norman Fiering, Director
John Carter Brown Library
Box 1894
Providence, RI 02912
863-2725

Dale Thompson, Director
Providence Public Library
225 Washington Street
Providence, RI 02903
455-8100

Roberta A.E. Cairns, Director
East Providence Public Library
41 Grove Avenue
East Providence, Rhode Island 02914
434-2719

APPENDIX C

EBLC LITERACY PROVIDER CONTACTS

Bristol County Head Start
Liberty Street
Warren, RI 02885
245-2833
Contact: Mary Nugent, Education Coordinator

Bristol County Adult Education
574 Hope Street
Bristol, RI 02809
253-6210
Contact: Michael Rucci, Director

Summer:
Bristol/Warren Regional School Department
151 State Street
Bristol, RI 02809 253-4000

Chapter I Literacy Project
Oliver School
151 State Street
Bristol, RI 02809
253-4000
Contact: Arlene Miguel, Director of Reading and Grants

Dislocated Workers
(a service run by the AFL-CIO)
326 Smith Street
Providence, RI 02908
521-2680
Contact: Dawne Anderson

East Providence Adult Aducation
Administered by:
Project RIRAL (RI Regional Adult Learning)
57 Division Street
Room 10
Manville, RI 02838
725-2266
Contact: Arthur Mossberg, Director

East Providence Community Center, Inc.
1320 Pawtucket Avenue
East Providence, RI 02916
438-5285
Contact: Wayne Gage, Program Coordinator

LVA Bristol County
George Hail Library
530 Main Street
Warren, RI 02885
245-7686
247-2177
Contact: Sarah Weed